



ART POLICY



Policy Updated: February 2026

Future Review: February 2029

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Committee: LGB

Version: 1.4



*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would want to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Curriculum intent

Art should be accessible to all children, rich with opportunities to stimulate creativity and imagination.

Art in our school makes a significant contribution to the emotional and creative development of our pupils. We aim to give children the knowledge they need to understand key artistic concepts, tools and techniques, whilst appreciating the work of a diverse selection of artists. We encourage children to question, compare, reflect and become inspired through studying the works of artists, craft workers and designers from a range of cultures and contexts, time and places. By comparing works to other artists, children will be helped to understand that there is no "correct model" and that art is a wonderful response to the world around us. Through their growing knowledge and practical experiences with a variety of media, the children develop their creative and aesthetic understanding. We aim to encourage all children to take pride in their own achievements and to respect their own and others' work.

Aims

- To encourage pupils' development of creative, imaginative and practical skills through a balanced programme of art, craft and design activities, working individually, in groups and as a whole class.
- To develop a strong base of vocabulary by studying, critiquing and comparing pieces of art.
- To extend pupils' understanding of how ideas and feelings can be communicated in visual, and sometimes tactile, experiences, using oracy skills to discuss what they can see, compare what they like / don't like and talk about the emotions that art can generate in themselves and others.
- To use the work of children and established artists to provide a colourful and stimulating environment throughout the school.

In each unit of work, pupils will study a specified artist and learn to compare that artist's work with others.

Children will be supported to use different media to create a desired outcome, learning how to use and manipulate equipment / materials in accordance with appropriate health and safety regulations.

Children will develop an ability to study, plan, create and evaluate their own piece of work.

Children will have the opportunity in practical lessons to experiment with materials alongside their teacher's modelling (practical and verbal) and learn how to create imaginatively and individually.

Children will be taught about a wide range of artistic styles, focusing on artists who use a variety of media to create different art forms. This will develop a respect and



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appreciation of different styles of work, including the study of painting, drawing, sculpting, printing, photography and collage.

Children will develop a variety of techniques, depending upon the media they are using, including colour-mixing, application of materials, development of line and form, brush techniques, moulding, perspective, symmetry and blending, amongst others.

Approach to teaching and learning

Pupils are taught factually, as well as being given opportunities to experiment and discover. Pupils are supported to understand key concepts and develop skills and techniques in art as they progress through the school. Key knowledge is identified within the long-term curriculum plan for each unit of work and builds sequentially over time so that pupils can reinforce what they have learnt previously and take the next steps to progress their work.

A level of essential vocabulary is taught within each unit. Consideration is made for those children who would enjoy being exposed to a greater depth of vocabulary whilst not diluting the enjoyment of the subject for those children who thrive more on the practical aspect of creating using their imagination.

A diverse range of artists and styles is studied over the course of the primary years. This include both local artists and those from around the world, artists both past and present and artists who highlight unique perspectives and experiences.

The first lesson of each unit of work is spent exploring the focus artist and comparing his / her work with that of other artists, comparing techniques and commenting upon what can be seen and felt through looking at art.

To aid pupils' development in art, we provide opportunities for independent learning and creative risk taking. Children are given opportunities to trial using different techniques in their sketch books. Appropriate teaching styles and modelling are used for different activities. We provide opportunities for collaborative group work as well as individual tasks. Teaching pupils with Special Educational Needs and Disabilities is considered carefully and staff take this into account when planning lessons, scaffolding support for activities as necessary.

Each pupil has a sketch book from Y1-6. This book follows them as they progress through school and includes all work, whether it be trialling new materials, practising correct techniques as well as the production of a final piece of work.

We encourage visitors and members of the local community to share their skills with us (all DBS checked first) and organise after-school events or clubs to facilitate this.

Teaching:

Art is taught in 3 units per year (terms 1, 3 and 5) across a 2-year cycle, ensuring a full programme of study for each child. The focus of art is closely linked to the class text or topic to place it within context for the term.

The art curriculum is taught in a series of structured lessons. Each unit begins by exploring the work of a focus artist, comparing his / her techniques with those of other artists who have produced work on a similar theme. Development of oracy skills is key within this stage of the teaching, where children learn to verbalise what they see (including colour, shape, mood), what they like / don't like, and learn to develop descriptive comparisons of different artists' work.

All units of work then progress to pencil drawings in the children's sketch books, focusing on shape, size / proportion and how form can be represented. These will form the base of their creation, whether it be painting, sculpting, collage, etc.

Teachers model techniques and styles alongside the children's artwork. Vocabulary is reinforced in each lesson throughout a unit of work.

Children learn key concepts and techniques during their art lessons alongside study of a focus artist.

All units of work end with an evaluation of what the child has created and how this has been achieved, contributing to an assessment of the child's development.

Practical skills. Children are taught how to use equipment and materials safely. They are encouraged to gather and organise resources they will need for the lesson, clear away afterwards whilst minimising wastage, as well as develop new skills related to their unit of work.

Oracy skills. Children are encouraged how to use language to describe, compare, criticise and appreciate works of art. Talking about the emotions felt when studying art is an important part of the children's learning.

Respect and appreciation. Children are encouraged to recognise and appreciate different forms and styles of artwork, produced by others and themselves. Pride in achievement and recognition of individuality is essential alongside developing a love of art and respect for the environment, both natural and man-made. A rich, talented and diverse range of artists is studied across the curriculum demonstrating to children how art is inclusive of all and celebrated across the world. Understanding the role art plays in expression of emotion, both in the artist and in individuals studying art, forms part of each unit of work.

Resources

Class teachers order materials to support the objectives and activities which they have planned to deliver; this is overseen by the Art lead.

ICT and Art

Art has close links with technology and there are increasing opportunities to plan, develop, complement and present visual work using the computer and digital photography. The internet can be used to investigate and retrieve information about famous artists and their work and is used to compare varying artistic styles.

Assessment

Assessment is a continual process which includes feedback and discussion with individual children during their lessons. Observations are made as children use resources and create their own art, noting how children adapt their techniques as lessons progress. Children are encouraged to reflect upon their work, developing skills through experimenting, observations and feedback.

At the end of each unit of work, children are asked to annotate their final piece / a picture of their final piece within their sketch book. This will demonstrate recall of vocabulary, techniques used and reference to the focus artist.

We work towards the end of KS2 National Curriculum statements of achievement which are supported and extended by our MAT key milestones, as below:

- I can draw shapes with lines which are faint enough to make changes if necessary.
- I can shade using even block tone.
- I can use shading in different directions to show curves.
- I know what tone is and can shade from light to dark.
- I can include detail in my drawings.
- I can draw from observation and add shadow if it's there.
- I know what primary, secondary and tertiary colours are.
- I know what is meant by a hue (colour), tint (white added) and shade (black added).
- I can paint using block colours.
- I can paint within the lines.
- I can use gradual tones (blending tints, shades and a hue in blocks).
- I can change the consistency of paint to make it lighter or darker.
- I can use brush strokes in different directions to show curves.
- I can include detail in my paintings.
- I enjoy exploring creative ideas.

Equal Opportunities



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We provide activities for all pupils in which equality of opportunity is supported by considering the individual needs of all children. We study art and artists from different times, places and cultures to illustrate to children the diversity of our world.

Monitoring

It is the responsibility of the Art co-ordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements. This will involve teaching Art to different groups of children and providing input at different times. The co-ordinator will ensure that development priorities are reflected in the Subject Action Plan.